

Cleveland State University
Maxine Goodman Levin College of Urban Affairs
Department of Urban Studies
UST/PSM 302 – Contemporary Urban Issues, Section 3
Fall, 2004

Meeting Time: 12:15 pm – 1:20 pm, Monday, Wednesday, Friday
Location: UR 107

Instructor: Dr. Shari Garmise
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E-mail: sgarmise@urban.csuohio.edu
Office hours: Monday, 2:00 – 4:00, Thursdays, 5:30 – 6:00

Course Objectives

This course explores urban life through the lens of race and ethnicity. More specifically, we look at how issues of identity intersect with politics, policy, society, the economy and questions of equity and justice. As we explore race and ethnicity, we will also be developing our practical skills to prepare us for the world of work, and the complex decision-making we will face living in a complex urban world. The course is designed to meet the following learning objects:

Knowledge

- Issues and challenges to Urban America.
- Public policy and politics relevant to race and ethnicity.

Understanding

- Develop an understanding of urban issues and challenges, with an emphasis on race and ethnicity.
- Encourage you to reflect on your opinions and learn to separate and later synthesize what you think with new information, especially opposing opinions.

Skills

- Build communication skills through class participation and class room presentations.
- Strengthen team working skills through group exercises.
- Help you think creatively using multi-source materials and exercises. Students will be required to synthesize from a range of different types of background materials, which also enhances critical thinking skills.
- Enhance writing, research, critical thinking, and analytical skills through writing assignments and final paper.

- Time management through multiple assignments.

Values

- Appreciation of diversity.
- Sense of responsibility for current problems.
- Appreciation for the city.

General Education Requirements

This course fulfills the Writing Across Curriculum (WAC) GenEd university requirement. It also fulfills the African American Experience: Race and Racism and Human Diversity GenEd requirements.

As a WAC course, it is required to meet the following criteria:

- Students write a minimum of 2,000 words in writing assignments.
- Writing assignments must be in at least two separate assignments or drafts. The instructor should give feedback to assist the student in preparing subsequent papers or drafts of papers. The must include feedback in writing. It should not consist entirely of mechanical correction of punctuation and grammar.
- To receive a C or higher, the student must write at a satisfactory level. If a student's writing is weak, but shows understanding of the course material, the student may receive a D, in which case WAC credit will not be received for the course.

Special Needs

Students with special needs or those who require special accommodations when taking exams, completing projects or meeting the attendance requirements should identify themselves to the instructor so that appropriate arrangements may be made.

Course Method

The course uses an interactive teaching method that includes lectures, discussion, and student presentations. The teacher also will use the Socratic method; meaning that students will be asked directly their opinions or thoughts without volunteering. Thus students need to have the reading done for every class.

Grading Criteria

Grades are based on attendance/participation, 1 presentation, 3 writing assignments, a final paper and a final exam.

Attendance/Participation

Attendance and participation are required and comprise 10 percent of your grade. Each student is allowed three unexcused absences. After that, five unexcused absences will result in a zero for your attendance/participation grade.

Attendance will be graded in the following manner. At 12:15, I will write a relevant question on the board. Students will write their name, date, the question and their answer to the question and hand in to the professor. At 12:25, the question will be erased. The papers will be used as proof of attendance. Students will be not be graded on their answer to the question.

Writing Assignments

Each student shall prepare a concept paper based on a topic related to the content of the course. The paper will be divided into three parts. Each section will be handed in separately and receive a grade. I will review each section, indicating how to improve it for resubmission as part of the final paper. At the end of the class, you will submit the revised paper in its entirety. Writing assignments should be submitted in hard copy by 4:00 on the due date.

All assignments must be word-processed, double-spaced with standard one-inch margins and page numbers. Handwritten papers will not be accepted. Points will be taken off for single-spaced papers and reduced margins.

Paper Assignments

Assignment 1: Research Paper Planning (see hand out entitled Creating a WAC research road map)
Page Limit: 2 pages
Must be completed exactly according to the model provided.
Due Date: September 17

Assignment 2: Introduction and either history/problem statement or literature review (1,2)
Use at least four authoritative sources, three of which cannot be from the course required reading list.
Page Limit: 5 pages
Due Date: October 8

Assignment 3: Critical Assessment of Arguments or Independent Argument and Paper Conclusion (3,4)
Page limit: 5 pages
Use at least three authoritative sources, two of which cannot be from the course required reading list.
Due Date: November 12

Assignment 4: Final Paper
Page limit: 10 pages
Due Date: December 3
Optional: This Paper can be revised and resubmitted to improve your grade. Absolute last date for resubmission is December 10.

The final paper must include, on separate pages preceding the main text, a 150 word abstract and a short bio sketch (maximum 100 words). The title of the paper and your student identification number should be placed on the cover page. All pages must be numbered in consecutive order.

The paper must use a minimum of seven reference sources, five of which cannot be from the course required materials. You should use an assortment of articles, books, book chapters, electronic journal articles, reports, data bases (e.g. the census) and internet sources. **If only internet sources are used, points will be deducted from your grade. Note: There is a difference between internet sources and using the internet to find sources.** Books and journal articles available on the internet count as books and journals articles. Newspaper articles may be used but four of the references must be more substantive. You may also use alternative sources, such as literature or film, but they must be assessed critically and they cannot be your only reference sources. Interviews with pertinent agents or agencies will count as a relevant source of information.

You may supply appendices to your paper (e.g. graphs, tables, charts, maps, photos etc..) but make sure they are explained fully in the text. Appendices can comprise rich and creative evidence for your paper but must be thoughtfully analyzed. The appendices should be numbered consecutively (Table 1, Table 2) and be labeled clearly (Percentage of Families Living Beneath the Poverty Line, 1975 to 2000) and must list sources directly beneath the tables, charts or graphs. The source also must be listed in the reference page.

All papers must include a bibliography that lists all references to books, articles, etc...

All papers should be written in standard English, spell-checked and proof read. If you require any help with writing or research methods, you can make an appointment with the Writing Center, Room 321, Main Classroom Building, 687-6981. The Writing Center has writing and research resources on the Web (www.csuohio.edu/writing center).

Students must use proper citation of sources including but not limited to proper attribution of quotations. Plagiarism may result in the student receiving a failing grade. All quotations cited in the text must also be included in the bibliography. Try and keep quotes to a minimum and do not string a number of quotations together. If the quote is under three lines, it should be kept in the main text and identified by quotation marks. Quotes longer than three lines should be extracted and indented 1 to 1 ½ inches from along both margins.

All assignments are due on the specified dates. If the assignments are not handed in on time, papers will lose one point for each day it is handed in late.

Speaking Assignments

Each student will be required to make a formal presentation of their paper to the class. The presentation will be in power point which is available on library computers. The student will present from a podium in front of the class. Each student will have 10 to 15 minutes for their presentation. The student will e-mail me their presentation no later than 3:30 the day before they are to make their presentation.

Required Texts

Steinberg, S. Editor, 2000. *Race and Ethnicity in the United States – Issues and Debates*. Malden, MS: Blackwell Publishers.

Electronic Reserve

Bufacchi, Vittorio. 2003. “Justice, Equality, Liberty” in R. Axtman, ed. *Understanding Democratic Politics: An Introduction*. Thousand Oaks, CA: Sage Publications. 31-40.

Burman, S. 1995. Introduction: The inevitability of antinomy. In *The Black Progress Question – Explaining the African American Predicament 1-22* Thousand Oaks, CA: Sage Publications.

Carnevale, Anthony and Rose, Stephen. 2003. “Socioeconomic Status, Race/Ethnicity and Selective College Admissions: A Century Foundation Paper.” New York, NY: The Century Foundation.

Cose, E. 1993. A dozen demons. *The rage of a privileged class – Why are middle –class blacks angry? Why should America care?* 53-72. New York: Harper-Collins Publishers.

Dworkin, Ronald. 1977. “DeFunis v. Sweatt” in M. Cohen, T. Nagel and T. Scanlon, ed. *Equality and Preferential Treatment*. Princeton, NJ: Princeton University Press, pp. 63-84.

Fadiman, Anne. 1997. *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. New York, NY: Farrar, Strauss and Giroux. Chapters 3, 5 and pp. 76-79.

Guglielmo, Thomas and Lewis, Earl. 2003. “Changing Racial Meanings: Race and Ethnicity in the United States, 1930-1964” in Ronald Bayor, ed. *Race and Ethnicity in America, A Concise History*. New York: Columbia University Press, pp. 167-192.

Meagher, Timothy. 2003. "Racial and Ethnic Relations in America, 1965-2000" in Ronald Bayor, ed. *Race and Ethnicity in America, A Concise History*. New York: Columbia University Press, pp. 193-240.

Pattillo-McCoy, M.1999. Growing Up in Groveland In Black picket fences - Privilege and peril among the black middle class, 91-116. Chicago: The University Press.

M. Weinrip, 2003. What Some Much-Noted Data Really Showed About Vouchers, New York Times, NY, 5/7/03.

Final Grades

Final grades will be determined on the following basis:

	<u>Percentage Assigned</u>
Attendance/Participation	10%
Assignment 1: Research Planning	5%
Assignment 2: Introduction (1,2)	10%
Assignment 3: Conclusion (3,4)	10%
Final Paper formal presentation	10%
Final Paper	35%
Final Exam	20%
Total	100%

Class Structure and Assigned Readings

August 30	Introduction
September 1	Skills Lesson: Using the Library Resources for Research Meet in Room RT 502 (Library, 5th floor)
September 3	Film: Research Methods Last Day to Add a Class.
Part 1: <i>Race and Ethnicity: An Introduction</i>	
September 6	No Class. Labor Day
September 8	The Changing Face of America and How to Interpret It
September 10	Race, Ethnicity and Science: Is Race Biological? Film in Class

Race: the Power of an Illusion, part 1, The Difference between us, Produced and published by California Newsreel, 2003, FMBUR Video Cassette 04278, cassette 1

September 13 Race, Ethnicity and Science: Racial Meaning
Reading: Guglielmo, Thomas and Lewis, Earl. 2003.
“Changing Racial Meanings: Race and Ethnicity in the United States, 1930-1964” in Ronald Bayor, ed. *Race and Ethnicity in America, A Concise History*. New York: Columbia University Press, pp. 167-192.

Part 2: Race and Ethnicity: Personal Foundations

September 15 The American Identity
Reading: Steinberg, Chapter 9. The Meaning of American Nationality

September 17 Culture Clash
Reading: Fadiman, Anne. 1997. The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures. New York, NY: Farrar, Strauss and Giroux. Chapters 3, 5 and pp. 76-79. (electronic reserve)

September 20 Personal Experiences
Readings: Cose, E. 1993. A dozen demons. The rage of a privileged class – Why are middle –class blacks angry? Why should America care? 53-72. New York: Harper-Collins Publishers. (electronic reserve)
Pattillo-McCoy, M.1999. Growing Up in Groveland In Black picket fences – Privilege and peril among the black middle class, 91-116. Chicago: The University Press. (electronic reserve)

September 22 Film
The Color of Fear [video recording] Producer and Director: Lee Mun Wuh; co-producer Monty Hunter, Publisher: Stir-Fry Productions, Oakland, CA: c1994 FMBUR video cassette 3460.
Video will be viewed in class.
Planning Papers Due.

September 24 Film continued.

September 27 The Melting Pot: Myth or Reality

Reading: Steinberg Chapter 10

Part 3: Race, and Ethnicity: Political and Policy Foundations

- October 1 Justice, Equality, Liberty
Reading: Bufacchi, Vittorio. 2003. "Justice, Equality, Liberty" in R. Axtman, ed. *Understanding Democratic Politics: An Introduction*. Thousand Oaks, CA: Sage Publications. 31-40. (electronic reserve).
ALL STUDENTS MUST BE SIGNED IN TO USE THE COMPUTER LAB.
- October 4 Measuring Progress?
Reading: Burman, S. 1995. Introduction: The inevitability of antinomy. In The Black Progress Question – Explaining the African American Predicament 1-22 Thousand Oaks, CA: Sage Publications. (electronic reserve)
M. Weinrip, 2003. What Some Much-Noted Data Really Showed About Vouchers, New York Times, NY, 5/7/03.
- October 6 Race and Ethnicity: Impacts of Policy
Film: Policy Overview
Race: the Power of an Illusion, part 3, The House we Live In, Produced and published by California Newsreel, 2003
FMBUR Video Cassette 04278, cassette 3
- October 8 History of Race and Ethnic Relations since 1965
Reading: Meagher, Timothy. 2003. "Racial and Ethnic Relations in America, 1965-2000" in Ronald Bayor, ed. *Race and Ethnicity in America, A Concise History*. New York: Columbia University Press, pp. 193-240.
Introduction (1,2) is Due
- October 11 No Class. Columbus Day.
- October 13 Paper Review and Group Exercise
- October 15 TBA
- October 18 Paper Review and Group Exercise
- October 20 Paper Review and Group Exercise
- October 22 Eclipse of Anti-Racist Public Policy
Reading: Steinberg. Chapter 1

Affirmative Action

- October 25 Racial Division of Labor
Reading: Steinberg Chapter 3
- October 27 The Race Versus Class Debate
Reading: Steinberg Chapter 4
- October 29 Power Point Lesson, Meet in UR 40
- November 1 Educational Affirmative Action: Some Data
Reading: Carnevale, Anthony and Rose, Stephen. 2003. "Socioeconomic Status, Race/Ethnicity and Selective College Admissions: A Century Foundation Paper." New York, NY: The Century Foundation.
- November 3 The Future of Affirmative Action
Reading: Steinberg Chapter 5
- November 5 Power Point Lesson, Part 2, Meet in UR 409
- November 8 Affirmative Action: Philosophical Considerations
Reading: Dworkin, Ronald. 1977. "DeFunis v. Sweatt" in M. Cohen, T. Nagel and T. Scanlon, ed. *Equality and Preferential Treatment*. Princeton, NJ: Princeton University Press, pp. 63-84.

Other Policy Issues

- November 10 Housing Policy: Should the Ghetto be Dismantled?
Reading: Steinberg Chapter 6
- November 12 School Desegregation
Steinberg, Chapter 7
Second half of the paper due (3,4)
- November 15 Review Papers and Group Exercise
- November 17 Review Papers and Group Exercise
- November 19 Review Papers and Group Exercise
- November 22 Racial Districting
Steinberg, Chapter 8

November 24 and 26 No Class. Thanksgiving.

November 29 Formal Paper Presentations

December 1 Formal Paper Presentations

December 3 Formal Paper Presentations
Final Papers Due

December 6 Formal Paper Presentations

December 8 Formal Paper Presentations

December 10 Formal Paper Presentations, Last Day of Class
**Optional: Last Day to Submit Final Paper Revisions.
Receive Take Home Final Exam**

December 16: Take Home Final Due by 5:00. Hard copy only. No e-mail.

Paper Structure One

Cover Page

Bio Sketch

Paper Abstract

1. Introduction, which should do the following:
 - Draw the reader's interest
 - Clearly define your focus through a concise thesis statement or research question stated in the first paragraph
 - Identify your hypothesis, research question and/or assumptions
2. History or elaboration of the topic, which should do the following:
 - Explain the nature of the problem
 - Cover the subject matter addressed (have you provided the reader everything they need to know)
 - Present a convincing and believable argument of your thesis using facts, research and argumentation.
3. Critical Assessment of the issue, which should
 - Discuss and refute opposing positions to your argument.
 - Indicate where the opposing position causes reflection and adaptation of your argument/thesis.
4. Conclusion, which should
 - summarizes the paper and ends it gracefully.
 - be justified by the evidence.

Endnotes (if you choose this citation method)

Bibliography

Example: Boger, John Charles. 2000. "The Kerner Commission Report in Retrospect" in Stephen Steinberg, ed. *Race and Ethnicity in the United States: Issues and Debates*. Malden, MA: Blackwell Publishers, 8-36.

Paper Structure Two

Cover Page

Bio Sketch

Paper Abstract

1. Introduction, which should do the following:
 - Draw the reader's interest
 - Clearly define your focus through a concise thesis statement or research question stated in the first paragraph
 - Identify your hypothesis, research question and/or assumptions
2. Literature Review
 - Explain the nature of the problem
 - Critically assess what author writers have written on the topic
 - Include literature representing various viewpoints on the topic
 - Conclude with which approach is strongest and why
3. Development of Independent Argument
 - Using approach select in previous section, present a convincing and believable argument of your thesis using facts, research and argumentation.
4. Conclusion
 - summarizes the paper and ends it gracefully.
 - be justified by the evidence.

Endnotes (if you choose this citation method)

Bibliography

Example: Perlmann, Joel and Waldinger, Roger. 2000. "Are the Children of Today's Immigrants Making It?" in Stephen Steinberg, ed. *Race and Ethnicity in the United States: Issues and Debates*. Malden, MA: Blackwell Publishers, 223-233.

